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| **Desired Results** | |
| **Established Goals:** (Washington State Grade Level Expectations-4th grade)  Writing-  2.3. Writes in a variety of forms/genres. | |
| **Understandings:**  *Students will understand that…*   * captions are often used to provide a brief narration or give additional information | **Essential Questions:**  What are the important features and characteristics of comics? |
| *Students will know…*   * the difference between a thought bubble and a speech bubble | *Students will be able to…*   * Analyze comic strips to identify characters, setting, dialogue, and plot * Create or reconstruct a sequence of events from the story |
| **Assessment Evidence** | |
| **Performance Tasks:**  Students will explore comic strips and graphic novels and explain the features and characteristics of them | **Other Evidence:**  Exploring Comics Worksheet |
| **Learning Plan** | |
| **Learning Activities:**   1. Distribute copies of comic strips to small groups of students, 2. Review with the students and identify cartoon characters, setting, dialogue and plot, 3. Brainstorm a list of ideas on how to combine pictures, captions and dialogue to tell about specific events or express a message. Have several examples of comic strips for students to choose from so they get a clear idea of how this is accomplished, 4. Analyze with students how the comic strip creator used text, quotes, and images to tell a story, 5. Explain that captions are used to explain are often used to provide a brief narration or give additional information, 6. Have students identify speech and thought bubbles, 7. Explain the difference between a speech and thought bubble, 8. Using the document camera or a computer generated program develop comic strips that depict an expository story. Show students how to create a message or express interesting information, 9. Have students update their Writer’s Notebooks with the information they learned from this lesson. | |